

MCD UPDATE

Division of Special Education, Los Angeles Unified School District
[APRIL 2009]



Continuing the Work towards Achieving Each of the MCD Outcomes

After June 30, 2009, the Independent Monitor will conduct a comprehensive review of the District's MCD data to determine the District's status on each of the remaining MCD Outcomes for the 2008-2009 school year. To date, the District has achieved twelve MCD Outcomes and continues to work towards achieving the following seven remaining Outcomes:

Outcome 2: Performance in Statewide Assessment Program

The percentage of students with disabilities in Grades 2 – 11 participating in the California Standards Test (CST) whose scores placed them in the combined rankings of Basic, Proficient, and Advanced will increase to at least 27.5% in English Language Arts and at least 30.2% in Mathematics.

Outcome 4: Completion Rate

The District's completion rate shall increase based on an increase in the number of students who graduate with a diploma, receive a certificate of completion, or age out, as compared to the total number of students with disabilities who graduate with a diploma, receive a certificate of completion, age out, or drop out (grades 7-12).

Outcome 5: Reduction of Suspensions

The District will reduce suspension of students with disabilities to below 8.6%.

Outcome 7A: Least Restrictive Environment for Students with Disabilities (other than SLD, SLI, and OHI)

At least 51% of students with disabilities, ages 6-18, with eligibilities other than specific learning disability (SLD), speech or language impairment (SLI), and other health impairment (OHI) placed in the general education setting for 40% or more of the instructional day.

Outcome 7B: Least Restrictive Environment for Students with Multiple Disabilities Orthopedic (MDO)

At least 23% of the students with Multiple Disabilities Orthopedic (MDO), ages 6-18, placed in the general education setting for 40% or more of the instructional day.

Outcome 13: Service Delivery

93% of services identified on the IEPs of students with disabilities in all disability categories except SLD will show evidence of service provision. 93% of the services identified on the IEPs of students with SLD will show evidence of service provision. The District will show evidence that at least 85% of the services identified on the IEPs of students with disabilities have a frequency and duration that meets IEP compliance.

Outcome 18: Disproportionality

90% of African American students identified as emotionally disturbed during initial or triennial evaluation, will demonstrate evidence of a comprehensive evaluation as defined by the Independent Monitor and consideration for placement in the least restrictive environment as determined by the Independent Monitor.

Central, Local District, and school-site MCD Review teams are asked to regularly review MCD progress reports and other data to analyze and monitor their status towards the achievement of the Outcomes.

Reminder: Data on the MCD Progress Reports for Outcomes 5, 7A, and 7B are based on activity from July 1, 2008 up to the MCD data reporting date. A full school year's worth of data will be reflected in an MCD Progress report published after June 30, 2009.

Speech and Language Program Updates, including information on the Summer Compensatory Program

The District's Speech and Language Program now has more than 300 service providers. Even with this level of staffing, the District continues to have some schools without assigned providers, resulting in students being owed compensatory time.

In an effort to address that issue, the District will hold a summer compensatory program as described in MEM-4674.0, *Summer Compensatory Program 2009, Speech and Language Services*. To secure the appropriate resources for the program, the District needs to know how many students will be participating. School-site administrators are asked to review MEM-4674.0 which outlines the compensatory program and the process for contacting parents of students owed speech and language compensatory time. This memorandum contains a letter to parents as well as procedures for securing responses from parents and submitting those responses, along specific IEP information, to the Speech and Language Program. The final due date for schools to submit a parent response to the Speech and Language Program is May 15, 2009.

The District has also published REF-4311.1, *School Assignment Policy for Speech and Language (LAS) Services*. This reference guide provides information regarding the allocation of speech and language service providers to school-site assignments.

District Memos and Bulletins Regarding MCD Outcome-Related Activities

- ❑ MEM-4575.0 *Modified Consent Decree (MCD) – Outcome 5 – Revised Targeted Strategy Plan*
- ❑ MEM-4666.0 *Modified Consent Decree (MCD) – Outcome 5: Three Required Activities*
- ❑ MEM-4576.0 *Modified Consent Decree (MCD) – Targeted School Lists and Activities for New Outcome 7A and Outcome 7B*
- ❑ MEM-4592.0 *Modified Consent Decree (MCD) Outcome 7: Schoolwide Integration Checklist*
- ❑ MEM-4546.0 *School Study Regarding Delivery of Special Education Services*
- ❑ MEM-4676.0 *2008-2009 Modified Consent Decree (MCD) School Studies Conducted by the Office of the Independent Monitor*
- ❑ BUL-1309 *Comprehensive Evaluation for Students Suspected of Emotional Disturbance (ED)*
- ❑ BUL-2075.0 *Establishment and Documentation of Intervention Procedures for Students Suspected of Emotional Disturbance*
- ❑ BUL-4182.0 *Parent Participation at Individualized Education Program (IEP) Meetings for Students Suspected of Having Emotional Disturbance (ED)*